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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**GCSE (NEW)  
SPANISH - UNIT 1  
HIGHER TIER  
3810UA0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**WJEC GCSE SPANISH (NEW)**  
**SUMMER 2018 MARK SCHEME**  
**UNIT 1 - SPEAKING**

**General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes and bullet points.
- Make sure you are familiar with the assessment grids for the photo cards and conversation at Higher Tier and the descriptors for each section of the grid (pages 15-17). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Higher Tier is 10-12 minutes. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

**Banded mark schemes (Speaking)**

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

**Stage 1 - Deciding on the band**

Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.

If a candidate's discussion/conversation covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their responses.

## Stage 2 - Deciding on the mark -

Once the band has been decided, examiners can then assign a mark within the band. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

The following pages contain notes for examiners; mark schemes for the role play for Higher Tier; and assessment grids for the photo card discussion and the conversation. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for the photo card discussion, the skills of Communication and interaction, and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

## MARK SCHEME

### Role Play (Higher Tier)

(15 marks)

Each candidate will be required to complete a role play giving five responses. The role play will be assessed according to the following criteria:

#### Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

#### Higher Tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed, but is ambiguous. Vocabulary and grammatical structures contain frequent errors or limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

## Guidance for examiners

### Role Play Task - Unseen question

The 'notes for examiners' on the following pages contain possible responses to the role plays for Higher Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate.

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for unseen question on the role play task:

### Higher Tier

#### ¿Qué prefieres comer en una fiesta?

Response	Comments	Mark
Me encantan comer las patatas fritas	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
Tengo patatas fritas	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
patatas	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
fiesta	Language solely from the prompt question inappropriate response.	0 marks

**ROLE PLAYS**  
**HIGHER TIER SET 1**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**IDENTITY AND CULTURE**

[15 marks]

**Health and Fitness**

**Setting: As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about health and fitness. Your teacher will play the part of the pupil. The teacher will speak first.**

**Teacher examiner responses are in bold.**

- **¿Qué haces para mantenerte en forma?**
- Say what you do to keep fit.<sup>1</sup>
- **¿Qué tipo de comida sana hay en tu colegio?**
- Answer the question.<sup>2</sup>
- **Yo como mucha fruta. ¿Qué comiste ayer?**
- Say what you ate yesterday.<sup>3</sup>
- **¿Qué harás este fin de semana para mantenerte en forma?**
- Say what you will do to keep fit this weekend.<sup>4</sup>
- **Muy bien.**
- Ask your friend if he/she has a healthy lifestyle.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Hago/practico + activity/ corro, etc. Accept any suitable activity.

<sup>2</sup> Hay + food. Accept any suitable response but should reflect healthy food.

<sup>3</sup> Comí + food item. Accept any suitable answer in the preterite.

<sup>4</sup> Voy a + inf. Haré + activity, etc. Accept any suitable answer in the immediate future or future tense.

<sup>5</sup> ¿Tienes/llevas una vida sana? Accept any suitable question.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 2**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15 marks]

**ENTERPRISE, EMPLOYABILITY AND FUTURE PLANS**

**Post-16 study**

**Setting: You want to do a language course in Spain after your GCSEs. You telephone a language school in Madrid. Your teacher will play the part of the secretary. The teacher will speak first.**

**Teacher examiner responses are in bold.**

- **¿Qué idioma quiere estudiar?**
- Say what language you would like to study.<sup>1</sup>
- **¿Por qué?**
- Say why.<sup>2</sup>
- **¿Cuándo puede usted empezar a estudiar?**
- Answer the question.<sup>3</sup>
- **Muy bien.**
- Ask about accommodation.<sup>4</sup>
- **Hay una pensión al lado de la escuela. ¿Ha estado en Madrid antes?**
- Say you visited Madrid last year.<sup>5</sup>

<sup>1</sup> Quiero/quisiera/me gustaría estudiar + idioma. Accept any suitable answer.

<sup>2</sup> Porque los idiomas son importantes. Accept any acceptable response.

<sup>3</sup> La semana próxima/ Puedo/podría empezar el lunes/ mañana, etc. Any suitable time frame.

<sup>4</sup> ¿Hay un hotel cerca/Tiene alojamiento? / ¿Dónde me puedo alojar? Accept any suitable question.

<sup>5</sup> ¿Estuve en/visité Madrid el año pasado. Accept any suitable answer in the past.

**Look for and reward any valid alternative**



**ROLE PLAY**  
**HIGHER TIER SET 3**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR  
ROLE PLAYS**

**WALES AND THE WORLD**

[15 marks]

**Environment**

**Setting:** As part of a twinning project with a school in Spain, you take part in a video conference to discuss the environment. You talk to your Spanish friend about it. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿ Qué opinas de los problemas del medio ambiente?**
- Give your opinion about environmental problems.<sup>1</sup>
- **¿ Cómo podemos reducir la contaminación?**
- Answer the question.<sup>2</sup>
- **¿Qué hiciste la semana pasada para proteger el medio ambiente?**
- Say what you did last week to protect the environment.<sup>3</sup>
- **Muy bien.**
- Ask your friend what he/she will do to help in the future.<sup>4</sup>
- **Bajaré la calefacción. ¿ Qué harás para ahorrar energía?**
- Say what you will do to save energy in the future.<sup>5</sup>

<sup>1</sup> Pienso/creo que hay problemas muy serios.. Accept any suitable answer.

<sup>2</sup> Reciclando/ahorrando energía/no usar el coche etc. Debemos reciclar, etc.Accept any suitable time reference.

<sup>3</sup> Reciclé el plástico/fui al colegio a pie/usé el transporte público etc. Accept any suitable activity in the preterite.

<sup>4</sup> ¿Qué vas a hacer para ayudar en el futuro? Accept any suitable question.

<sup>5</sup> Voy a/quiero/me gustaría + suitable verb or activity. Voy a apagar las luces. No veré la televisión etc. Accept any suitable response in the future or conditional -

**Look for and reward any valid alternative**

**ROLE PLAY  
HIGHER TIER SET 4**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR  
ROLE PLAYS**

**IDENTITY AND CULTURE**

**[15 marks]**

**YOUTH CULTURE**

**Self and relationships**

**Setting: You are skyping your Spanish friend and you start talking about friends and relationships. Your teacher will play the part of your friend. The teacher will speak first.**

**Teacher examiner responses are given in bold.**

- **¿Cómo es tu mejor amigo/a?**
- Describe your best friend.<sup>1</sup>
- **Qué harás con tu amigo/a esta semana?**
- Say what you will do with your friend this week.<sup>2</sup>
- **¡Qué bien!**
- Ask if it is important to have friends.<sup>3</sup>
- **Sí, es muy importante. ¿Cómo te llevas con tu familia?**
- Answer the question.<sup>4</sup>
- **¿Qué hiciste con tu familia el fin de semana pasado?**
- Say what you did with your family last weekend.<sup>5</sup>

<sup>1</sup> Es + adj / Tiene + noun. Accept any suitable description.

<sup>2</sup> Iremos a/vamos a ir a + place or activity or infinitive. Accept any suitable answer in the future or immediate future.

<sup>3</sup> ¿Es importante tener amigos? Accept any suitable question.

<sup>4</sup> Me llevo bien/mal, etc. Accept any suitable answer.

<sup>5</sup> Fuimos a+ place/ hicimos + activity, etc. Accept any suitable answer in the preterite.

**Look for and reward any valid alternative**

**ROLE PLAY  
HIGHER TIER SET 5**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR  
ROLE PLAYS**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**[15 marks]**

**CURRENT STUDY**

**School/College studies**

**Setting: Your Spanish friend has come to visit you and you talk about your studies. Your teacher will play the part of your friend. The teacher will speak first.**

**Teacher examiner responses are given in bold.**

- **¿Qué asignaturas estudiarás en septiembre?**
- Say what you will study in September.<sup>1</sup>
- **¿Por qué?**
- Say why.<sup>2</sup>
- **¿Qué opinas de los exámenes?**
- Answer the question.<sup>3</sup>
- **¿Qué deberes hiciste anoche?**
- Say what homework you did last night.<sup>4</sup>
- **Yo odio hacer los deberes.**
- Ask your friend what he/she likes to study.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Voy a estudiar/estudiaré + subjects. Accept any suitable response in the future or immediate future

<sup>2</sup> Porque quiero ir a la universidad/son interesantes/me gustan, etc. Accept any suitable response.

<sup>3</sup> Son útiles/aburridos, etc. Accept any suitable response.

<sup>4</sup> Hice deberes de inglés, etc. Accept any suitable response in the preterite.

<sup>5</sup> ¿Qué te gusta/quieres estudiar? Accept any suitable question.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 6**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**WALES AND THE WORLD**

**[15 marks]**

**THE WIDER WORLD**

**Holidays and Tourism**

**Setting: Whilst in Spain you start talking to your Spanish friend about holidays. Your teacher will play the part of your friend. The teacher will speak first.**

**Teacher examiner responses are given in bold.**

- **¿Qué tipo de vacaciones prefieres?**
- Say what type of holidays you prefer.<sup>1</sup>
- **¿Con quién te gusta más ir de vacaciones?**
- Answer the question.<sup>2</sup>
- **¡Qué bien!**
- Ask your friend what he/she likes to do on holiday.<sup>3</sup>
- **Me gusta esquiar. ¿Y tú, qué hiciste durante las vacaciones de invierno?**
- Say what you did last winter holidays.<sup>4</sup>
- **¿Cómo serían tus vacaciones ideales?**
- Say what you would do on your ideal holiday.<sup>5</sup>

<sup>1</sup> Prefiero ir a la playa/la montaña/me gustan las vacaciones activas, etc. Accept any suitable response.

<sup>2</sup> Me gusta ir con mis padres/mis amigos/la escuela, etc. Accept any suitable response.

<sup>3</sup> ¿Qué te gusta hacer durante las vacaciones? Accept any suitable question in the past.

<sup>4</sup> Fui a + place/country or activity/infinitive. Accept any suitable response in the preterite or perfect tenses

<sup>5</sup> Iría a + place/haría + activity. Accept any suitable response in the conditional.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 7**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**IDENTITY AND CULTURE**

[15 marks]

**Customs and Traditions**

**Setting: Your Spanish exchange friend asks you about festivals. Your teacher will play the part of your friend. The teacher will speak first.**

**Teacher responses are given in bold.**

- **¿Has ido a un festival de música?**
- Say you went to a music festival last year.<sup>1</sup>
- **¿Qué opinas de la música clásica?**
- Give your opinion about classical music.<sup>2</sup>
- **Estoy de acuerdo.**
- Ask your friend if he/she wants to go to a concert with you.<sup>3</sup>
- **¡Me encantaría! ¿Cuándo quieres ir?**
- Answer the question.<sup>4</sup>
- **Si vienes a España iremos a un festival de música española.**
- Say you would like to go to Spain next year.<sup>5</sup>

<sup>1</sup> Fui a/estuve en un festival (or name of festival) el año pasado. Accept any suitable response in the past.

<sup>2</sup> Me gusta mucho/no me gusta/es aburrida/interesante, etc. Accept any suitable answer.

<sup>3</sup> ¿Quieres/te gustaría ir a un concierto conmigo?. Accept any suitable question.

<sup>4</sup> Quiero ir la semana/ el mes que viene/este fin de semana, etc./El concierto es + time frame. Accept any suitable time frame.

<sup>5</sup> Me gustaría /quisiera ir a España el año próximo/que viene. Accept any suitable answer in the conditional/imperfect subjunctive.

**Look for and reward any valid alternative**

**ROLE PLAY  
HIGHER TIER SET 8**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR  
ROLE PLAYS**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15 marks]

**ENTERPRISE, EMPLOYABILITY AND FUTURE PLANS**

**Employment**

**Setting: You are talking to your Spanish friend about work. Your teacher will play the part of your friend. The teacher will speak first.**

**Teacher examiner responses are given in bold.**

- **¿Qué tipo de trabajo te gustaría hacer en el futuro?**
- Say what job you would like to do in the future.<sup>1</sup>
- **¿Crees que vale la pena hacer un trabajo a tiempo parcial?**
- Give your opinion on part time work.<sup>2</sup>
- **Yo trabajo en un restaurante los fines de semana.**
- Ask your friend if he/she likes his/her job.<sup>3</sup>
- **Sí, me gusta mucho. ¿Qué hiciste recientemente para ganar dinero?**
- Say what you did recently to earn money.<sup>4</sup>
- **¿Qué cualidades personales tienes?**
- Answer the question.<sup>5</sup>
- **Muy bien.**

<sup>1</sup> Quiero ser /Me gustaría ser + profession/ quiero trabajar en + place, etc. Accept any suitable response.

<sup>2</sup> (Sí, porque es importante/útil/necesario, etc.No, no vale la pena. Accept any suitable response.

<sup>3</sup> ¿Te gusta tu trabajo/lo que haces en el trabajo?. Accept any suitable question.

<sup>4</sup> Lavé el coche/limpié mi dormitorio/trabajé en + place, etc.. Accept any suitable response in the past.

<sup>5</sup> Soy trabajador/a/ organizado/a, etc. Accept any suitable adjective.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 9**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR  
ROLE PLAYS**

**WALES AND THE WORLD**

[15 marks]

**HOME AND LOCALITY**

**Local areas of interest**

**Setting: You are on a school exchange in Spain. You are talking about your region and local areas of interest. Your teacher will play the part of your friend. The teacher will speak first.**

**Teacher examiner responses are in bold.**

- **¿Cómo es la región dónde vives?**
- Describe your region.<sup>1</sup>
- **¿Qué hay para los turistas?**
- Answer the question.<sup>2</sup>
- **Aquí hay muchas cosas para los turistas. ¿Qué te gustaría conocer?**
- Say what you would like to see/visit in Spain.<sup>3</sup>
- **Muy bien.**
- Ask your friend if he/she wants to visit your country.<sup>4</sup>
- **Me encantaría. ¿Qué hiciste en tu pueblo la semana pasada?**
- Say what you did last week in your town.<sup>5</sup>

<sup>1</sup> Es muy bonita/turística/industrial, etc. Accept any suitable description.

<sup>2</sup> Hay/tiene + place or activity. Accept any suitable response.

<sup>3</sup> Quiero/me gustaría/quisiera ver/visitar + place. Accept any suitable response in the present, conditional or imperfect subjunctive

<sup>4</sup> ¿Quieres visitar mi país/Gales/Gran Bretaña? Accept any suitable question.

<sup>5</sup> Fui a + place/ Hice + activity, etc. Accept any suitable response in the past.

## Photo Card Discussion

### Guidance for examiners

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).



**Assessment Grid for Unit 1: Speaking Photo Card Discussion HIGHER TIER**

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> <li>Conveys detailed information and extended responses to the photo and all questions.</li> <li>Consistently able to express and justify thoughts, points of view and exchange opinions in detail.</li> </ul>	5	<ul style="list-style-type: none"> <li>Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures.</li> <li>High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>Conveys relevant information with some extended responses to the photo and all or nearly all questions.</li> <li>Able to express thoughts, points of view and exchange opinions with justification</li> </ul>	4	<ul style="list-style-type: none"> <li>Very good language with some variety of vocabulary and grammatical structures.</li> <li>Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>Conveys mainly relevant information with occasional extended responses in response to the photo and most questions.</li> <li>Able to express points of view and opinions with some attempts at justification</li> </ul>	3	<ul style="list-style-type: none"> <li>Good language with some variety of vocabulary and grammatical structures, including some complex structures.</li> <li>A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>Conveys some information in response to the photo and questions.</li> <li>Able to express some opinions with some attempts at simple justification.</li> </ul>	2	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Some attempts to respond to the photo and some questions with simple responses.</li> <li>Able to express some basic opinions.</li> </ul>	1	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

**NB \* Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.**

## Conversation Task

### Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start either part 1 or part 2 of the conversation as indicated on the candidate and teacher instructions then the teacher/examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In part 2 the teacher/examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions.

Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

## Assessment Grid for Unit 1: Speaking Conversation HIGHER TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> <li>Confidently initiates and leads the conversation. Conveys detailed and relevant information in response to the questions clearly at all times.</li> <li>Conveys detailed and relevant information in response to the questions. Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so.</li> <li>Consistently able to express and justify thoughts, points of view and exchange opinions in detail.</li> <li>Excellent interaction with natural reactions and some fluency.</li> </ul>	5	<ul style="list-style-type: none"> <li>Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures.</li> <li>High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly.</li> <li>Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so.</li> <li>Able to express and justify thoughts, points of view and exchange opinions in some detail.</li> <li>Very good interaction with usually natural reactions to questions. Usually prompt responses.</li> </ul>	4	<ul style="list-style-type: none"> <li>Very good pronunciation and intonation with occasional inaccuracies.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Very good language with some variety of vocabulary and grammatical structures.</li> <li>Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly.</li> <li>Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so.</li> <li>Able to justify thoughts, points of view and exchange opinions.</li> <li>Good interaction with some natural reactions to questions. There may be some hesitations but the conversation has a reasonable pace.</li> </ul>	3	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Good language with some variety of vocabulary and grammatical structures, including some complex structures.</li> <li>A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are sometimes successful.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information.</li> <li>Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so.</li> <li>Able to express thoughts, points of view and exchange opinions with some justification.</li> <li>Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions</li> </ul>	2	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. Some success in references to past, present and future events.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear.</li> <li>Occasionally attempts longer responses to questions. Has limited success in narrating events.</li> <li>Able to express thoughts, some points of view and exchange some opinions with simple justification.</li> <li>Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>